

State Budget Reporting and Foundation Aid Survey - Budget Reporting**Background/Instructions**

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Background and Instructions**Background**

Section 9-a of part A of chapter 56 of the laws of 2021, as amended by §5-a of part A of chapter 56 of the laws of 2022 requires, on or before July 1, 2022, every local educational agency (LEA) receiving funding from the Elementary and Secondary School Emergency Relief (ESSER) funding from the American Rescue Plan (ARP) act of 2021 to post on its website and submit to the New York State Education Department (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritize spending on non-recurring expenses as defined in section 9-a(1) of part A of chapter 56 of the laws of 2021. This updated plan must include:

- An analysis of public comment;
- Goals and ratios for pupil support;
- Detailed summaries of Investments in current year activities; and
- Balance of funds spent in priority areas.

In addition, Section 10-d of part A of chapter 56 of the laws of 2021, as amended by §5-b of part A of chapter 56 of the laws of 2022, requires school districts receiving a foundation aid increase of more than 10% or \$10,000,000 must create plans on how these funds will be used to address student performance and need. These plans must be completed, submitted to the department, and posted to district websites prior to July 1 of 2021, 2022, and 2023. Each district subject to this requirement is required to:

- Seek public comment from parents, teachers, and other stakeholders;
- Take public comments into account in the development of the plan;
- Include an analysis of public comments within the plan;
- Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of seven listed areas;
- Post the plan on the district website; and
- Submit the plan to the State Education Department in a form prescribed by the Department to be posted publicly.

The list of school districts that are required to submit a plan aligned with the increase in foundation aid may be found in the "Foundation Aid and ARP Plan Notification Guidance" memo located in the *Documents* library at the lower left of the application. It should be noted that this requirement does not obligate districts to spend additional foundation aid funds in specific ways, but does require district seek public comment and share plans on how they intend to spend these additional funds. Plans are required to cover only the foundation aid *increase*. The plan should *not* cover how the district intends to use its *entire* foundation aid amount. Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of the following seven areas:

- Increasing graduation rates and eliminating the achievement gap;
- Reducing class sizes;
- Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
- Addressing student social-emotional health;
- Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;
- Goals and ratios for pupil support; and
- Detailed summaries of investments in current year initiatives and balance of funds spent in priority areas.

Instructions

The *State Budget Reporting and Foundation Aid Survey* is due by July 1, 2022.

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business

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portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs) or the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs are NOT REQUIRED to send hard copies of survey materials to the Department.

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Use of Foundation Aid Increase

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Use of Foundation Aid Increase

1. Please describe how the district plans to utilize funds provided by the foundation aid increase in the following priority areas. If these funds will not be used for one of the priority areas listed below, please respond with "N/A."

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Increasing graduation rates and eliminating the achievement gap	We are looking to increase graduation rates and eliminate the achievement gap. We are adding the following initiatives and staffing to help achieve these goals in the following areas: Pay fees for students to participate in the ACT/PSAT school testing administrations, Pay fees for all students who wish to participate in AP/IB exams/programs Add staffing to create a position for an IB Coordinator Creation of a PASS (Personal Academic Support Service) program where the key focus is to improve academic performance and ensure that our seniors graduate on time, motivate students who have no plan for success, teach study and organizational skills, etc.	Google Surveys, ParentSquare, PTA meetings, Curriculum Committee Meetings, Teacher/Administrator meetings, BOE Meetings	376321
Reducing class sizes	Knowing that the class size matters for both teacher and student success, we have evaluated our course offerings and student enrollment to determine areas for improvement. As a result we have hired additional staffing and overages to reduce class size for our community.	Google Surveys, ParentSquare, PTA meetings, Curriculum Committee Meetings, Teacher/Administrator meetings, BOE Meetings	281794
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	N/A	N/A	0
Addressing student social-emotional health	N/A	N/A	0
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	We have seen an increase in the amount of support needed for students with disabilities. As such, we have added additional teaching support to meet these changing needs.	Google Surveys, ParentSquare, PTA meetings, Curriculum Committee Meetings, Teacher/Administrator meetings, BOE Meetings	410620

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add Row" as applicable for additional priority areas.

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Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
(No Response)	(No Response)	(No Response)	(No Response)

Use of Foundation Aid Increase (Cont.)

- Please describe your analysis of public comment from parents, teachers, and other stakeholders on the plan. This analysis should include the approach to outreach that was implemented and common recommendations or suggestions. For recommendations not reflected in the plan above, what limitations or rationale led to the decision to not include? (250 words or less)**

The evaluation of our process is based on Eileen Ferrance’s (2000) work on action research. These steps include: Identifying our areas of opportunities, gathering data, interpreting data, acting on evidence, evaluating results and identifying next steps. (Ferrance, E. (2000). Acton Research. Brown University, Northeast and Islands Regional Educational Laboratory. Providence: Brown University).

In order to identify areas of opportunity, several meetings were held with stakeholders to begin the conversations (PTS, Curriculum, Teacher/Administrator, BOE. Budget Presentations/Budget Hearing). We then gathered information through the use of Google Forms and ParentSquare. Following this we interpreted the data to find key results, discrepancies, patterns, and outliers. The data gathered allowed us to make recommendations to enhance our instructional program based on the main/most common areas identified: increasing graduation rates, eliminating achievement gaps, reducing class sizes, and added support for SPED programs

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ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

1. Have you made changes to your approved ARP - ESSER application?

- YES, the LEA has made changes to your approved ARP ESSER application.
- NO, the LEA has not made changes to your approved ARP ESSER application.

2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

We engaged stakeholders through various district meetings to seek feedback, and settle on a list of priorities.

Forums

- Board meetings
- Faculty meetings
- Department meetings
- PTA meetings
- Curriculum committee meetings
- Subcommittee meetings
- Federal grant meetings

Additionally, we utilized surveys through PanoramaEd and Google Forms to seek feedback, and triangulate data.

3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP - ESSER funding. Click on "Add Row" as needed to include additional program goals.

Program Goals	Per Pupil Teacher Ratios (# : #)
Our goals are to utilize ARP-ESSER funding to increase support to our students with disabilities and social-emotional needs. We are utilizing funds to support 1.0 FTE in math teaching and 2.0 FTE in reading teaching at our elementary schools. Our elementary class sizes are 25 students.	25:1

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
The district has not utilized ARP funding in the 21-22 school year. The district will begin to utilize ARP-ESSER funds in 23-24.	0

American Rescue Plan (ARP) Spending Plan Reporting

5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	90,955
Purchasing educational technology.	0	0	250,000
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students	0	0	0

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
experiencing homelessness.			
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	625,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	0	0	965,955

6. If 'Other' is indicated in the table above, please describe.

(No Response)